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ABSTRACT

This resource package contains ideas for local projects to celebrate the 200th anniversary of the United States Constitution. The document includes a bicentennial chronology, a selection of general projects, educational projects, air and print media projects, and fine arts projects. Six appendices feature: (1) Bicentennial Chronology; (2) Delegates to the Virginia Ratifying Convention; (3) Information on Exhibits; (4) Information on the Virginia Court Days Forums and The Jefferson Meetings; (5) Supreme Court Decisions Arising from Virginia Cases; and (6) Educational Programs. An annotated bibliography also is included. Although the Bicentennial of the Constitution has passed, this guide contains resources that might be useful to students, teachers, or citizens interested in learning more about the U.S. Constitution and its history. (DB)

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1787-1987
U.S. CONSTITUTION
It has Virginia written all over it.

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BICENTENNIAL IDEAS PACKAGE

Ideas for local projects to celebrate the 200th anniversary of the United States Constitution.

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Introduction

In 1976, the nation commemorated the 200th anniversary of American independence. In 1987 and 1988, we will celebrate an equally important anniversary—the 200th anniversary of the Constitution. In a real sense, this is the true anniversary of the founding of our country. For if the signing of the Declaration of Independence gave us our freedom, the drafting and ratification of the Constitution made that freedom secure.

In 1985 Governor Charles S. Robb and the Virginia General Assembly established the Virginia Commission on the Bicentennial of the United States Constitution. The Commission was charged with planning and implementing a statewide celebration of the Constitution's 200th birthday. To this end, the Commission has worked to develop an array of programs to increase Virginians' awareness and appreciation of the history of the Constitution and Virginia's important role in that history.

Yet while commemoration on the state level is important, it is really the people who should be commemorating the birth of self-government. This coming winter (December, '87/January '87), as part of our effort to encourage a widespread celebration, the Commission is sponsoring regional conferences around the Commonwealth to help local groups generate, design, and implement bicentennial projects. We are also publishing this booklet, the *Bicentennial Ideas Package*, which we hope will serve as a helpful guide in thinking about projects and events for 1987.

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A Chronology of the Birth of the Constitution in Virginia

Many of the suggestions—such as a monthy lecture series—are designed to continue throughout the year. But it is also helpful to organize celebrations around specific days and events. This will help you shape the energy and activity of different groups involved, and give momentum and coherence to your activities.

Some important dates leading to Constitutional ratification

1786	
23 November	Virginia authorizes election of delegates to Convention at Philadelphia
December 4	Virginia elects delegates
1787	***
21 February	Congress calls Constitutional Convention
16 March	**James Madison's birthday; opening of Montpelier to the public, 1987**
25 May	Convention meets with quorum of seven states
29 May	**Edmund Randolph proposes the Virginia plan to the Philadelphia Convention**
13 July	Congress adopts Northwest Ordinance
6 August	Committee of Detail submits draft constitution to Convention
12 September	Committee of Style submits draft constitution to Convention
17 September	**Constitution signed and Convention adjourns *sine die***
28 September	Congress transmits Constitution to the states
31 October	Virginia calls state convention
1788	***
3–31 March	Virginia elects delegates to state convention
2–27 June	Virginia Convention
21 June	**New Hampshire Convention ratifies Constitution, 57 to 47, and proposes amendments—the ninth and key state**
25 June	**Virginia ratifies Constitution, 89 – 79, and proposes amendments**
20 November	Virginia requests Congress under the Constitution to call a second constitutional convention

(For a more complete chronology, see Appendix A.)

A Guide to the *Bicentennial Ideas Package*

In producing this booklet of bicentennial project ideas, the Virginia Commission on the Bicentennial wanted to present a set of options for celebrating the Constitution on a local level. The ideas included in this package by no means comprise a complete set; they provide a starting place for thinking about particular projects that might be suitable for particular groups in particular areas.

The pages of this booklet are hole punched. The Commission will be sending out additional pages with more ideas in the future. If you keep this booklet in a notebook, these additional pages can be easily added to the package. Also, the *Virginia Independent* offers ideas in its column, "Bicentennial on a Shoestring." So you may want to add issues of the *Independent* to the package as well.

The project ideas have been divided up by kind. The first section is a general list of project ideas that can be done by a variety of groups: local governments, historical societies, schools, libraries, and other civic organizations. The second section is a list of ideas for schools. This section might also be helpful for any groups or individuals interested in getting involved in education. The two final sections present ideas for the media and fine arts associations, respectively. If you have time, you may want to read over all the sections of the package for ideas on how you can work with other groups in planning your celebration.

The response to the Virginia Bicentennial Commission's call for local governments to create bicentennial commissions was remarkable. By September 12 of 1986, Virginia led the nation with 20 percent of the total number of local commissions created. However, the real challenge lies ahead: to celebrate the bicentennial with events that bring both a better understanding and an appreciation of what it means to be self-governing. Such a celebration can only take place on the local level, the level where individuals can actively involve themselves in the celebration.

At the same time the Virginia Bicentennial Commission recognizes that the resources, both human and financial, of most commissions is limited. Therefore, the best approach for most localities is to incorporate the theme and ideas of the bicentennial into the normal activities of local government. Parades and fairs can be organized as bicentennial events. Local libraries can organize exhibits on constitutional themes. Local theatre groups can produce plays on the Constitution. Think about the activities already planned for your community. Is there any way these can be given a bicentennial emphasis?

Everyone agrees that the Constitution is an important document. Yet seriousness should not become solemnity in the bicentennial celebration—

we should take care not to elevate the Constitution out of the sphere of ordinary conversation and debate. Many of the projects listed below are therefore designed to increase public dialogue on the Constitution and individual participation in the celebration. Some of the projects are more ambitious than others, but in their variety and in their emphasis on people's direct involvement, they seek to ensure an interesting year.

Finally, you will notice that many of the projects here described focus on constitutional controversies. Michael Kammen in his excellent book *The Machine That Would Go of Itself* asserts that Americans tend often to revere the Constitution most when they understand it least; the Constitution is often nothing more than a symbol without substance in the public mind. In planning your programs, consider challenging people to take positions on constitutional issues and to defend their positions with an understanding of the text of the Constitution. The result will be a renewed appreciation of the strength and richness of modern constitutionalism.

When you are planning bicentennial events, please keep the Virginia Bicentennial Commission informed of your plans and progress. The Commission may be able to help you by providing resources and useful information. In addition, all events will be listed in the *Independent*.

If you have any questions about the bicentennial in Virginia or about services the Virginia Bicentennial Commission provides, you may write to the Commission at:

Virginia Commission on the Bicentennial of
the United States Constitution
ATTN: Tracy K. Warren
Institute of Government
207 Minor Hall
Charlottesville, Virginia 22903

A Selection of General Ideas

I. Constitution Biographies: The Virginia Contribution

Virginia and Virginians figure largely in the history of the writing and ratifying of the Constitution. Many of the key statesmen who helped to found the country were from Virginia. Capitalize on the wealth of Virginia's history.

A Constitution biography can focus on famous Virginia statesmen (see list below). Or it can focus on the person who represented your locality in Virginia's ratification convention of 1788. **(For a complete list of the delegates from each county who attended the Virginia Ratifying Convention in 1788, see Appendix B.)**

Famous Virginians

George Washington, Fairfax County—president, Philadelphia Convention
James Monroe, Spotsylvania County
George Mason, Fairfax County, Stafford County
John Marshall, Henrico County
Edmund Randolph, Henrico County
Thomas Jefferson, Albemarle County
James Madison, Orange County
Dolley Madison, Orange County
Edmund Pendleton, Caroline County—president, Virginia Convention
George Wythe, York County
John Blair, York County
Patrick Henry, Prince Edward County

1) *Biographical project ideas*
   - birthday celebration
   - dramatic reading of that person's letters or writings (this could be done along the lines of a one-man or one-woman show, see page 35)
   - biographical exhibit, artifacts, documents, portraits
   - biographical article
   - biographical poster design contest
   - library book exhibit, featuring books by or about the person
   - history research project

2) *Questions that biographical projects might try to address*
   - What were his/her contributions to the Constitution?
   - What were his/her opinions on the Constitution?
   - Why might he/she have held those opinions?
   - Would most people agree with those opinions today?
   - Did that person change his/her opinions later?
   - Did the particular life history of this person influence his/her opinions (e.g. fighting in the Revolutionary War, serving in the Virginia Legislature)?

II. Constitution Places: Where is the Constitution?

Sites are important in the celebration of the Constitution because they are physical reminders of ideas. The two kinds of sites that lend themselves to the bicentennial are (1) historical sites connected to the Constitution and its development, and (2) sites connected to government: courthouses, city/county office buildings, public buildings.

Use the occasion of the bicentennial to show people the evidence of the Constitution that they see in their everyday lives. A few ways to emphasize Constitution places are:

1) *Tours*
Set up special tours of the local courthouse. These tours would emphasize how constitutional principles are still at work on a local level and how they can be seen in the courthouses. If you have a separate municipal building, do the same: set up a tour that both explains and celebrates the function of local government—and in particular, how local government serves to protect constitutional principles.

2) *Exhibits*
Several bicentennial exhibits are currently available:
   a. the National Archives, ***Formation of the Constitution***
   b. the Virginia State Library, ***Virginia History in Documents***
   c. the Project '87 poster exhibit, ***The Blessings of Liberty***

Both the National Archives in Washington and the Virginia State Library in Richmond will have these historic documents on display in their buildings.

(For more information on how you can obtain these exhibits, see Appendix C.)

You can display these exhibits in a public area—libraries, courthouses, municipal buildings—or if you are more ambitious, you can create your own. Think about coordinating an exhibit with your:
   local arts council
   local artists
   historical society
   schools
Design an exhibit that illustrates the Constitution in your community.

3) *Historical Sites*
What sites in your community are relevant to the constitution and its history? The influence and presence of the Constitution can be found in many places that are not ordinarily associated with it. Some places to think about:
   Homes of people connected to the Constitution
   Old courthouses
   Places connected to constitutional battles or issues—Appomattox is a good example of a place not usually associated with the Constitution, and yet it represents the "healing" of the Constitution that came with the end of the Civil War.

4) Pilgrimages

Travel to some of the famous Virginia sites that involved the Constitution. Seeing the historic houses, courthouses, churches, and even streets that formed the background of the Constitution can bring a new perspective on the founders and their political ideals.

For example, you can visit Mount Vernon, the home of George Washington. Without Washington's support the Constitution could never have been ratified. Washington supported the Constitution because he was distressed by the disintegration of the union under the Articles of Confederation. But equally important to Washington was the vision of America as an empire. In large part, his efforts on behalf of the Constitution were driven by that vision.

Visiting Mount Vernon, we can see the landscape of his vision. Mount Vernon overlooks the Potomac River, the river on which the federal city was to be built. Moreover, the Potomac River was a part of Washington's vision of America. He believed that by a system of canals linking the Potomac and other eastern rivers to the Ohio River, the states would become more interdependent. Equally important, he believed that such a network of canals would allow the riches of one part of region to flow to other regions, to the benefit of all. At Mount Vernon, then, we can see physical evidence of Washington's beliefs.

Constitution Sites in Virginia

Historic Richmond, site of the Virginia ratification debates and John Marshall's Office
Montpelier, home of James Madison (open to the public on March 16, 1987)
Monticello, home of Thomas Jefferson
Mount Vernon, home of George Washington
Great Falls, site of the Potomac Canal
Gunston Hall, home of George Mason, who put out a call for a bill of rights
Scotchtown and Red Hill, homes of Patrick Henry, the most influential antifederalist
Ash Lawn – Highlands, home of James Monroe, another antifederalist
Williamsburg, the George Wythe and Peyton Randolph homes*
The College of William and Mary, one of the centers of legal study in the founding era
Appomattox, the site of ending of the Civil War, the most severe challenge to the life of the Constitution

In addition to these, every locality has its own historical sites. Check with your county historical society for historical sites right in your hometown.

*Colonial Williamsburg will be offering a walking tour called "Building the Constitution." In addition to such tours, Colonial Williamsburg provides an excellent example of the form self-government took on the state level before the drafting of the Constitution.

III. Lectures, Debates, and Forums

Lectures, debates, and public forums do not have to be scholarly. In planning local activities be careful to remember both the constitutional issues and the wealth of resources that already exist in your own community.

People to involve in bicentennial projects
- local historians
- attorneys
- judges
- government and history teachers
- activists involved in trying to change the Constitution
- people who have witnessed constitutional change in their lifetime
- naturalized citizens

Invite these people to take part in your program by giving a talk on their experiences and observations of the Constitution in action. People's personal experiences with the Constitution often provide the most interesting perspective, for they have observed self-government in action.

1) Objectives

When you are planning a lecture, debate, or forum, it is often helpful to think about what you want to accomplish by that program. For example, do you want to:

- raise public awareness of an issue?
- gauge public opinion?
- explore different perspectives?
- raise questions?

2) Structuring the program: Some general ideas

a) Lecture series:
The structure of a lecture series is flexible. The series can focus on one issue or theme, presenting a different perspective in each lecture. Or each lecture can focus on a different constitutional topic.

b.) Structure the forum around a debate between two people. Have each speak for ten to twenty minutes on a topic and then invite questions or comments from the audience.

Structure the forum around a panel discussion. Invite panelists to participate in a 'roundtable' discussion of a topic. This discussion can last for twenty to thirty minutes. Then invite the audience to join in.

Structure the forum as a town meeting, leaving out any formal discussion by experts. Simply invite people to come and voice their opinion on a given topic.

N.B. Invite the media to be a part of these programs.

(For specific examples of existing programs, see Appendix D)

3) Choosing a topic

The list of possible topics on the Constitution is virtually infinite. In selecting topics for discussion or argument, the most important factor is how closely related the topic is to the concerns of your audience.

The list below covers several key constitutional issues, but is by no means exhaustive.

Constitutional Topics

Issues found within the Constitution

- Democratic representation under the Constitution
- Courts and the Constitution
- Federalism
- Changing the Constitution
- Terms of office
- The veto and the separation of power
- The war power

Related Issues

- The Constitution and the bureaucracy
- Foreign policy under the Constitution
- Democracy and the Constitution
- The Constitution and the world economy
- National and state citizenship under the Constitution
- State constitutions and the U.S. Constitution
- Capitalism and the Constitution
- Religion and the Constitution
- Conflicting rights under the Constitution
- Voting rights and election systems

Contemporary Constitutional Issues

- The federal government and interstate commerce
- Technology and the Constitution
- The new federalism
- Mass media and the Constitution
- Desegregation and the Constitution
- Gramm–Rudman–Hollings Bill
- The liability insurance crisis
- Drug testing

Local Constitutional Issues

- How much power do local governments have?
- The legal system and the community
- Citizens' rights within the community
- Channels for political change within local government

IV. Constitution Reading Group

A constitutional reading group gives people the opportunity to reacquaint themselves with the great classics on the Constitution and the history of our founding. The best books to choose are those which either spark controversy or provide enough substance for fruitful discussion among readers.

The following list suggests just a few of the many books available on the Constitution.

Classics

Democracy in America by Alexis de Tocqueville
The Federalist Papers by John Jay, James Madison, and Alexander Hamilton
Notes of Debates in the Federal Convention of 1787 Reported by James Madison (This book is not entirely suitable for a reading group, but is nevertheless interesting to look at.)
An Economic Interpretation of the Constitution of the United States by Charles Beard
Miracle at Philadelphia by Catherine Drinker Bowen

Other good books

The Transformation of Virginia by Rhys Isaac
What the Antifederalists Were For by Herbert J. Storing
Ordeal of the Constitution: The Antifederalist and the Ratification Struggle by Robert Rutland
The Creation of the American Republic by Gordon S. Wood
The Moral Foundations of the American Republic edited by Robert H. Horwitz
E Pluribus Unum: The Formation of the American Republic by Forrest McDonald

Fun reading

Decision in Philadelphia by James and Christopher Collier
Burr by Gore Vidal

Selections

If you prefer a series of shorter pieces to a full length book, the Virginia Bicentennial Commission has collected excerpts and articles. For a copy of selected articles, write to us at the address on page 4.

If you are interested in forming a reading group, the Virginia Bicentennial Commission has a manual on how to organize and operate a reading group, and you may also write to us for that manual.

(For a more extensive list of books and articles, see the annotated bibliography at the back of this booklet.)

V. Discussion Group on Famous Virginia Court Cases

Many important Supreme Court decisions have arisen from Virginia court cases. For example, the Hanover County Courthouse was the scene of a controversy involving competing constitutional rights: free press versus a fair trial. This controversy led to a landmark Supreme Court ruling on the issue.

Why not use the bicentennial as an opportunity to rethink some of these questions? Organize a reading/discussion group on famous or controversial Virginia Court Cases. The basis for discussion would be the opinions of the justices, with perhaps some supplemental background material. The discussion could then be organized around the following questions:

Do you agree with the majority opinion?
With the dissenting opinion?
Do you feel the decision reflected (reflects) the thinking of the public on this issue?
How consistent is the decision with the Constitution, in your opinion?

This project gives participants the chance to argue with the justices, but also it gives them the opportunity to reflect on the changes that the Constitution has undergone since its beginnings.

Some of the issues that these cases address are:

Voting rights
First Amendment protection of advertising
Free press versus a fair trial
Antitrust laws
Desegregation
Compulsory sterilization

You can examine these opinions either in the context of the era in which they were decided or from the perspective of their applicability today.

(See Appendix E for a partial listing of cases that arose from Virginia. For a copy of the opinions on these cases or suggestions on background reading, you may write to the Commission at the address on page 4.)

VI. Trading Places: A Novel Way to Celebrate the Bicentennial

The Concept

Constitutional government has always been simultaneously dependent on and hampered by the vast number of interests that make up its constituency. On the one hand, a constituency of many interests guarantees that all voices can be heard. On the other hand, the narrowness of these plural perspectives sometimes obscures or impedes the larger aims of government. Constitutional government is a balancing act: government must balance many conflicting rights of a mixed constituency to ensure that everyone is fairly represented. Nowhere is this challenge more clearly evident than in local government.

The core concept of this bicentennial project is to broaden the perspectives of both citizens and local government officials through role reversal. Officials and members of the public will "trade places" and work to solve a set of hypothetical problems, meanwhile representing interests other than their own. By looking at the common problems of local government from a new perspective—a perspective with an entirely new set of interests—the participants will come to see not just the legitimacy of others' views, but ultimately, the hard complexity of fair government.

1) Objectives

The majority of Americans come into contact with constitutional principles in the context of their local government. Yet oftentimes their relations with local government lack a clear understanding of how constitutional principles are at work on a local level. Or, conversely, the local officials aren't fully aware of the complex of interests at stake in a given issue.

This project is designed to give the public, and in particular active local interest groups, and local government officials the opportunity for a new perspective on the workings of local government and their involvement in that process.

Questions to address through this project

Where do constitutional principles come into play in local government?
How does local government choose between conflicting rights?
What determines the scope of citizens' rights within the community?
What are the most effective channels for political change within local government?

****

Example of a Community Problem Involving a Constitutional Issue

Activists of a particular cause—e.g., Anti-abortion, Anti-nuclear armaments—are passing out petitions in a shopping mall. The merchants object to this use of the mall, claiming that their private property rights are being infringed. The petitioners claim the right of free expression. Which right must be conceded? (This example is based on actual cases in Oregon and Washington, one was decided in favor of the merchants, the other in favor of the petitioners.)

****

2) Format Alternatives

This project is experimental; there is no set format. Much of how you decide to structure the program will be determined by your particular circumstances. Don't forget that this event should be enjoyable for all the participants. Two possible formats are:

a) A meeting of city/town council or the board of supervisors. Invite members of the community and local officials to a special council or supervisors meeting in which they will "trade places," the officials becoming representatives of local interests and the citizens becoming local officials.

Prior to the meeting, create an agenda of hypothetical problems, like the example above, that reflect common concerns of the community. Each person will then debate those problems from the perspective of his/her new station.

Invite two moderators: one, a respected judge or attorney, who will determine the legality of particular claims; the other, someone within the community respected and liked as a fair person but who will provide an alternative perspective to the legal perspective.

Invite the audience (a public or student audience) to express their thoughts on the issues. Or have the audience vote on the resolutions at the end of the meeting.

Invite the media.

b) Role-playing workshops. Workshops are a more informal and more intimate approach. Organize a special event where the invited participants can divide into groups and, again reversing their roles, work out solutions to hypothetical problems in a smaller group situation.

For example, one group would be given a zoning problem. The local officials would be given the parts of the various parties involved who have come together to discuss the problem. The citizens then take the role of the various government officials involved. Each group works out specific resolutions to the problem.

After all the groups have discussed each of the problems, they meet to compare their approaches and solutions. As with Format "a," invite a respected member of the community to act as moderator for this session. He/She would answer the questions:

How do these solutions compare?
How have the various groups compromised in order to reach a solution?
What are some of the best approaches?

The moderator could also gauge the opinion of everyone present.

3) The Problems

What are the most frequently encountered problems in your community? These should serve as the basis from which you develop your set of hypothetical problems. Some starting places:

Use of public space
Zoning
Access to public services
School board issues
Traffic control
Public health
Taxes

4) Who Should be Involved

The question to ask here is, who would derive the greatest benefit from such a program. Probably those people who are most often involved in trying to effect changes or influence local government—the most active citizens and citizen groups. Ideally a more general public could also become involved. Some places to look for participants:

Neighborhood associations
Parent–Teacher associations
Merchant associations
Builder associations
Civic organizations: Rotary clubs, Kiwanis, etc.
Media organizations
Active church/charity organizations
Other vocal interest groups

N.B. This is an excellent event in which to involve the media and will give the local government good press.

Educational Projects

A Message to Teachers

The schools have been the primary target of much of the national bicentennial effort. A tremendous number of educational projects are now underway to produce educational programs and materials on the Constitution. On the one hand, this wave of new materials is beneficial in that it offers teachers more options and more resources. On the other hand, too many new programs can make sifting through them a tedious chore for which many teachers do not have the time.

The Virginia Bicentennial Commission has chosen to support one particular project that it feels will be most useful for Virginia teachers teaching the Constitution: ***Lessons on the Constitution.*** This book, put out by Project '87 (a part of the American Historical Association and the American Political Science Association), is a book of lesson plans meant to supplement regular materials on the Constitution.

The Commission bought 500 copies of *Lessons* for Virginia schools and distributed most of them during the inservice teaching workshops in August of 1986. (Some of the books have yet to be distributed.) The Commission feels that this book, ten years in the making, will prove one of the most valuable contributions of this bicentennial.

What follows are some additional ideas for teaching the Constitution. While these are ideas specifically designed for educational purposes, teachers should consider adapting ideas in the first (general) and the fourth (fine arts) sections to classroom use.

You will find additional teaching ideas in Appendix F. These suggestions have been drawn from the ***Bicentennial Booklet of Teaching Ideas***, put out by the Kentucky Department of Education. If you would like to receive this booklet, write to:

Kentucky Department of Education
ATTN: Betty Seay
Capitol Plaza Tower
Frankfort, KY 40601

MORE TO COME...

You will soon be receiving information on setting up mock conventions and debates. Keep an eye out for this material.

I. Bicentennial Biography Project

1) Who was your delegate?

Each county in the state had a representative to the Virginia Convention in 1788. Find out who the delegate was from your county or area and organize a biographical project on him (there were no women). This project would seek to answer the questions:

Why was he elected? (This question could lead into a discussion of how elections were organized before the Constitution, their similarities and differences.)
What was his contribution to the convention, if he made one?
Did he vote for or against ratification?
What was his life like?
Would he be elected today?
If there were other influential people from your area, what were their contributions to the Constitution?
In general, was your area federalist or antifederalist? For example, George Mason, from Fairfax County, was forced to represent Stafford county because Fairfax was so strongly federalist and he himself opposed ratification.

(See Appendix B for a list of the delegates to the Virginia Convention.)

2) What was his place in constitutional history?

Have students make a map of Virginia in 1788. At that time, of course, it included the area of West Virginia and Kentucky. Have them map out which areas were antifederalist and which were federalist. Using the map, have them answer the questions:

Where were the famous Virginians from?*(see "Constitution People, Famous Virginians," page 6)*
What were the issues or interests of the federalists? Of the antifederalists?
Why was the closing of the Mississippi an important issue in the Virginia debates?

In short, use the map to discuss the different interests at odds in the Virginia Convention. Some good books to help with this project are:

The Debates of the Several State Conventions on the Adoption of the Federal Constitution edited by Jonathan Elliot (Washington, DC: 1936)

Gentlemen Freeholders: Political Practices in Washington's Virginia by Charles S. Sydnor (Chapel Hill: University of North Carolina Press, 1952)

Also, any of the published papers or correspondence of the Virginia founders—James Madison, George Mason, George Washington, et al.

This is an ideal project for the classroom, and can be adapted for use at the elementary school level as well. This project could be organized as an exhibit either on the delegate or on Virginia at the time it ratified the Constitution.

II. Field Trip in Time: Tracing the History of the Constitution

The idea

Rather than going on a field trip, have your students organize a fictional field trip in time. Playing the role of a travel agent, each student would plan a trip for time travelers who wanted to "watch the Constitution happen." The tour would begin with the drafting of the Articles of Confederation and then follow the important events up through Washington's inauguration.

Have the students write a travel brochure to accompany the tour. For each stop/event they would describe what the tourist would see there, and why it would be a good thing to see. Like a real brochure, this brochure's object would be to make the reader want to go on the tour.

Resources

Miracle at Philadelphia, by Catherine Drinker Bowen
"Bicentennial Chronology," page 2
Any of the published papers or correspondence of the Virginia founders—James Madison, George Mason, George Washington, et al.
A Guide to Virginia's Historical Markers, compiled by Margaret Peters for the Virginia Historic Landmarks Commission (Charlottesville: University Press of Virginia, 1985)

An alternative

One alternative to the brochure might be to have the students play the parts of the travel agent and the tourist. The tourist would tell the travel agent why s/he wanted to go and ask the agent how s/he should organize his trip. Naturally, the agent would want to convince the tourist to go to as many places as possible.

Advantages

a) an emphasis on persuasive writing and speaking
b) a review of early constitutional history

This project is suitable for junior high school and early high school students.

III. Constitution Bowl

Last year, the Virginia Bicentennial Commission received a new game on the Constitution called *Critical Endeavour*. The game, modeled on *Trivial Pursuits*, provides the players with 500 questions on the Constitution. (There are instructions included with the game.) An alternative to playing the game as it is intended, however, is to use the cards in a Constitution Bowl.

This idea is suitable for reviewing and reinforcing the specific content of the Constitution after an indepth study of the Constitution (appropriate for junior and senior level high school students).

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Sample Questions

Is the term Electoral College used in the Constitution?
No.

Under the Constitution, who is recognized as being responsible for the general welfare of the United States?
We the People.

Does the Constitution require that every bill passed by the Congress be presented to the President of the United States before it becomes law?
Yes, Article 1, Section 7, Subsection 2.

****

Format

1) Divide the class into teams of 4 or 5. Pairing two teams off against each other, read the questions aloud, specifying if the answer requires citation of the article, the section, the subsection, or the amendment from which it comes. (Be flexible, some of the questions are rather difficult.) The first person to answer the question correctly wins the point(s) for the team.*

   You may want to categorize the questions by varying degrees of difficulty, as *Critical Endeavors* does. Or you may want to award just one point per question. End the game either by setting a time limit—15 minutes per match—or by setting a limit on the number of points that can be won.

2) Another possibility, if you do not want to invest in the game, is to have the students write the questions. Each student would write ten questions on an assigned part of the Constitution (which s/he would be disqualified from answering). These questions would then replace *Critical Endeavors*.

3) Or, simply play *Critical Endeavors* in the classroom.

Select an allstar team and, after your team has become expert, challenge other schools.

(If you are interested in obtaining *Critical Endeavors*, write to the Virginia Bicentennial Commission at the address on page 4.)

*If your school does not have a buzzer system to determine who has the answer first, appoint someone referee.

IV. The Day the First Amendment Disappeared

The Premise

It is the age of total computerization. After the Constitution, the Bill of Rights, and all the law books had been destroyed by mold, all law was meticulously coded and kept in computer files, including the Constitution and the amendments. Suddenly, the First Amendment is tragically deleted by a power surge. Because of the elaborate cross referencing system, all the cases touching on the First Amendment are deleted also. Your students have been put on a presidential commission to determine what will happen to the United States without the First Amendment.

The Assignment

Each student must write his/her own scenario of what will happen to the country without the First Amendment. Their predictions should address the following questions:

What do they consider the advantages of the First Amendment? Disadvantages?
Who will be the first party to take advantage of the loss of the First Amendment? (Or are men angels?)
What will America be like in fifty years without the First Amendment?
Will American public life change at all? After all, the original Constitution did not contain the Bill of Rights, and the federalists thought such protections unnecessary.

After the students have written their scenarios, have them meet as a commission (or in two or three different commissions) to discuss the situation. Their commission is responsible for coming up with a solution: Either to leave the First Amendment out or write a new one. If they decide to leave it out, they must justify their decision. If they decide to write a new one, would they make any alterations to accommodate the changes in America since 1787?

Alternative Formats

1) Set up more than one commission and have each one address the loss of a different part of the Constitution; e.g., the Fifth Amendment; Article 3, Section 3 (treason); all of Section 2, establishing the House of Representatives; the Fourteenth Amendment, and so on....

2) The computer's memory works in such a way that only one of the first ten amendments (all of which have been lost) can be retrieved. Which amendment will they save? Have the students write an individual essay or a collective commission report justifying their decision.

3) The Bill of Rights has been deleted. The commission can only replace those amendments that are in evidence today in the United States. For each amendment they must cite a specific example, backed by a newspaper report, of that amendment in operation.

Resources

Reforming American Government: The Bicentennial Papers of the Committee on the Constitutional System edited by Donald Robinson (Boulder: Westview Press, 1985)

The Federalist Papers by James Madison, Alexander Hamilton, John Jay (New York: New American Library, 1961)

What the Antifederalists Were For by Herbert Storing (Chicago: The University of Chicago Press, 1981)

Constitutional Reform and Effective Government by James L. Sundquist (Washington, DC: The Brookings Institution, 1986)

University of Virginia News Letter: Background newsletters for the Virginia Court Days Series (Charlottesville: Institute of Government, University of Virginia, 1984–6)

V. Finding the Constitution Today

Hardly a day goes by without public debate on some constitutional issue in the newspapers. Make use of this wealthy resource of material by bringing newspapers into the classroom. Newspapers allow students to see constitutional issues as current issues; the Constitution becomes relevant.

The past year has been particularly fruitful for high visibility constitutional issues; hitting the front page headlines were the Gramm–Rudman–Hollings bill, the Supreme Court's ruling on the sodomy law, War Powers Act, Meese's Commission on Pornography, drug testing, to name but a few. Newspapers, and especially op–ed pages, serve as an excellent forum for these issues.

The Format

The following suggestions are presented in increasing degrees of involvement. In other words, adapt the idea to your specific needs.

Number 1 will simply make students aware of the number of constitutional issues currently debated. Number 2 will give them a more specific idea of how current issues relate to the Constitution. Number 3 actively involves them in constitutional debate and requires not only a good understanding of the Constitution, but also the ability to interpret the text with some sophistication.

1) Have students bring newspapers into class. Each day spend five minutes or so looking for the constitutional issues in the day's stories.

2) For each story, ask where the question lies in the Constitution or the Bill of Rights. For example, with the Gramm–Rudman–Hollings Bill, how can the Constitution be changed, as allowed for by the Constitution?

3) Pick a constitutional debate that has received a lot of attention. Assign each student to one side or the other of the debate. Have them find support for their position in the Constitution. Have them present their positions to the class, then poll the class and determine which side has more support.

Other Newspaper Projects

Two newspapers that have specific programs on the bicentennial are USA TODAY and the ST. LOUIS POST–DISPATCH.

USA TODAY

USA TODAY has published a special issue on the bicentennial. This supplement is remarkable for the vitality it brings to its historical subject—the drafting and ratification of the Constitution. Packed with interviews and lively articles, it provides an entertaining overview of the important issues concerning the Constitution, both in 1787 and in 1987.

(If you are interested in obtaining this special issue for your students, write to the Virginia Bicentennial Commission at the address on page 4.)

The ST. LOUIS POST-DISPATCH

The ST. LOUIS POST-DISPATCH has done a similar project called "Building the Constitution." Published in succinct booklet form, "Building the Constitution" is a collection of articles dated the summer of 1787 on all facets of the Constitution. These articles were actually written in 1937 for the 150th anniversary by the editorial page writer of the ST. LOUIS POST-DISPATCH, Irving Dilliard. These articles go into greater depth than the USA TODAY supplement.

Sample Headlines

Strong Central Authority Urged By Hamilton

Deadlock Continues; Committee Seeks Compromise (small-state large state debate over representation)

"Wealth Not To Be Basis For Representation

Break-Up Convention Now Appears Probable

(To obtain copies of this publication, write to ST. LOUIS POST-DISPATCH/900North Tucker Boulevard/St. Louis, Missouri 63101.)

San Madisone: The Birth of a Country

This is a large scale project to which at least two or three days should be devoted.

There is chaos in San Madisone. This small South American country of nearly 1.5 million people has been ruled by a military dictatorship for five years. The military junta in its five year tenure has grown more and more oppressive. Ever since the military leaders took over the country, the people have been ruled by martial law. The have censored all publications not sponsored by the government and terrorized the people into submission by kidnapping anyone who speaks out against them. Yet the leadership calls the country a democracy and holds rigged elections every year. (Voting registration has dropped radically.)

The United States was supporting the dictatorship, but now has tried to extricate itself from its alliance to this tyrannical regime. There has been guerilla violence—instigated primarily by a Marxist faction— both in the capitol city, El Jamiltown (a poor and overcrowded city with one or two wealthy, posh neighborhoods), and in the outlying cantons, which are equally poor. But the guerillas do not have any popular support, as their tactics appear more destructive than progressive. The people, while extremely unhappy with the government, are unwilling to commit themselves to that kind of bloody struggle.

General Antonin Marcus de la Valle, the leader of the junta, is dying of cancer. He was a war hero in the revolution and was the source of the regime's original popularity. Without him the junta must find some way of justifying its leadership.

Your class forms the membership of this junta. It find that its powerbase is crumbling; it has all but lost the support of the people. The United States is unwilling to commit any more money to the the regime. The foreign companies who have invested in San Madisone have been under pressure to divest, and are slowly pulling out both funds and factories. Marxism threatens to increase in popularity as the Soviet Union promises ever increasing amounts of money. How will the junta cope?

The junta is advised by the United States that if it wants to receive financial support from the United States, it must write a Constitution that will ensure true democracy. To aid in the drafting of the constitution, the U.S. has commissioned a team of Americans with a special knowledge of the Constitution to come to San Madisone in a consulting capacity.

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(I) Divide the class up into three groups

1) **Conservatives**: this group is primarily composed of members of the elite ruling class. Their concern is that because the people of San Madisone are largely uneducated, handing over the reins of power to them would create chaos and possibly violence. They envision a government that, while still democratic, keeps power in the hands of an educated elite of technocrats.

2) **Leftists**: this group is primarily comprised of young, idealistic students and activists. They may harbor some sympathy for

Marxism, but are wary of the extremist tendencies of most Marxists. Their concern is that the power be given to the people. They believe that power corrupts when it is in the hands of two few people; they envision a more radical democracy than the Conservatives.

3) **American commissioners**: this group is a team of political scientists who have been chosen for their expertise in government. In one sense they represent American constitutionalism. but they realize that what works in America may not work in San Madisone. Their function is to tell the Madisonians what has and has not worked in America and to work with them on drafting their first constitution.

(II) Before the Madisonians can begin writing a Constitution, they must draft a policy statement. Like the Declaration of Independence, this document is a statement of the principles on which San Madisone wishes to found its new system of government. This document should answer the questions:

From where is the power to govern to be derived?
Under what conditions, if any, do the people have a right to revolt?
On what fundamental principles is the mechanism of government to be founded?

(III) Having drafted this document, divide the class again into five groups, each group consisting of some Conservatives, some Leftists, and some Americans. Assign to each group one of the tasks below. For each task, the group must come up with a blueprint that will later be presented to the committee as a whole.

To aid them in drafting a blueprint for each task, the Americans provide them with copies of the appropriate articles from the U.S. Constitution. (Article I for the first task; Article II for the second task; Article III for the third; Articles IV–VII for the fourth; and the first ten amendments for the fifth.) They cannot use the American version verbatim; they must rewrite it in their own words. If they decide to use the American system, they must write up a justification.

Tasks

1) Design a system of representation.
   How shall the people be represented?
   How shall the government be maintained?
   How shall the laws be made?
   What shall be the powers of this group of representatives?

2) Design an executive branch.
   What shall be the powers of this executive?
   How shall it be chosen?
   What are the limitations on executive power?
   (Here encourage students to be creative. Perhaps a president is not as desirable as an executive committee. Perhaps a president is not as desirable as a prime minister. They should consider all their options.)

3) Design a method of arbitration of disputes.
   How shall disputes between the different cantons be decided?
   How far shall judicial authority of the government extend?
      (In other words, if the laws of a canton disagree in principle with the laws of San Madisone, will the government have the right to veto the local law?)

4) Define citizenship in San Madisone.
   Who can become a citizen?
   Who can vote?
   What is treason?
   Determine by what method the constitution can be changed.
   Determine by what method this constitution shall be ratified.

5) Enumerate the rights of individuals (if any) in San Madisone.

   This section should define where governmental power leaves off and individual freedom begins.

(VI) After the drafts of each section have been completed, the groups shall convene again as a whole to decide on each section. Choose one of the Americans to chair the committee.

Projects for the Print and Air Media

I. Television and Radio

(A) Invite local schools to develop local "bicentennial minutes" for broadcast during the bicentennial year. These minutes could address the questions:

Was your area federalist or antifederalist?
What were the reasons for voting for or against the Constitution?
Who was your delegate to the Virginia state ratifying convention?
(see Appendix B)
Has any court case from your area gone up to the Supreme Court?
What was its significance?
Where can the Constitution be seen at work in your community?

These short features could run as a part of the regular news program, or as a type of public service announcement.

(B) Make the Constitution a part of your regular trivia program, if you have one. Ask questions about either the history of the Constitution or about the Constitution itself. If you need questions, there is a game on the Constitution, modeled after ***Trivial Pursuits***, called ***Critical Endeavors***. This game has over 500 questions on the Constitution. If you are interested in this game, contact the Virginia Bicentennial Commission at the address on page 4.

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Sample Questions

Is the term Electoral College used in the Constitution?
No.

Under the Constitution, who is recognized as being responsible for the general welfare of the United States?
We the People.

Does the Constitution require that every bill passed by the Congress be presented to the President of the United States before it becomes law?
Yes, Article 1, Section 7, Subsection 2.

****

(C) If your radio or television station has a local talk show, consider orienting a series of programs to the bicentennial. Judges, for example, would make excellent interviewees. They often have an interesting perspective on the Constitution as well as fascinating stories about their experiences on the bench. Other possibilities for interviewees include:

local historians
attorneys
government and history teachers
activists involved in trying to change the Constitution
people who have witnessed constitutional change in their lifetime
desegregation, voting rights legislation, .
naturalized citizens, especially those who have lived in a country not ruled by a constitution.
chairman of your local bicentennial commission

(D) Use your local public affairs program as a forum for constitutional issues. Conduct a telephone poll, asking your audience to vote on a particular issue—for example:

Should the right to privacy extend to information that can be obtained through computers?

Should the president's term of office be changed to one six-year term; or, a separate question, should the president be allowed more than two terms?

Should there be a constitutional convention to change the Constitution?

Should constitutional amendments be put up to popular vote?

Should local communities have the right of censorship?

Perhaps there is in your community some issue other than those listed above that would be appropriate for a poll. Follow up this poll with a program discussing the issue in light of the poll results. For this segment of the program you can either bring in experts or known figures in the community to debate the issue.

(E) Ask your audience if they would vote for the Constitution today. Why or why not? Invite them to call in with their responses, record and collect their responses, then broadcast them intermittently — in between shows, after the news, or any convenient spots. This project gives people a sense of common public opinion.

(F) Some communities are planning reenactments of the signing of the Constitution. Why not broadcast these reenactments live?

(G) The following is a list of radio programs developed for the bicentennial.

(1) The Washington state bicentennial project, *Today's Constitution and You*, is in the process of producing 52 ninety-second bicentennial public service announcements. These public service announcements will include constitutional history, historical figures, and current constitutional topics. For information on obtaining these announcements, write to:

Today's Constitution and You
Metrocenter YMCA
909 Fourth Avenue
Seattle, Washington 98104

(2) MR. ADAMS AND MR. JEFFERSON: A DRAMATIZATION FOR RADIO. A series of radio broadcasts based on the Adams-Jefferson correspondence. Continues through the spring of 1987. Contact:

Dr. Michael Zuckert, Project Director
Department of Political Science
Carleton College
Northfield, MN 55057

(3) AMERICAN RADIO SERVICE – Four Projects
Contact: James C. Roberts
American Radio Service
426 C Street, NE
Washington, DC 20002

i THE CONSTITUTIONAL JOURNAL
122 three–minute radio programs. A daily six–month long radio series in 1987 recounting the events of the 1787 Constitutional Convention through the dramatic device of a news correspondent reporting from the Convention floor at Independence Hall.

ii MERCY OTIS WARREN
A ninety minute radio play based on the life and work of Mercy Otis Warren, poet, dramatist, and historian active at the time of the American Revolution and 1787 Constitutional Convention.

iii BIOGRAPHICAL SKETCHES OF THE FRAMERS OF THE CONSTITUTION
A proposed series consisting of 55 two–minute programs, each dedicated to one of the Framers. Series is based on the book by M. E. Bradford, ***A Worthy Company***, and will be narrated by leading contemproary American political figures.

iv CONSTITUTIONAL CONVENTION FILM DOCUMENTARY
A one–hour film documentary on the writing of the Constitution, the Convention, its delegates, and the city of Philadelphia as it was during the summer of 1787. The documentary will be a succinct exposition of the issues confronting the Convention, the debates, the compromises, the players, and the setting.

(4) DATELINE 1787: THE U.S. CONSTITUTIONAL CONVENTION
contact: Yuri Rasovsky
National Radio Theater of Chicago
600 North McClurg
Chicago, IL 60611

A dramatization, with commentary, of the 1787 Constitutional Convention done in a fourteen–part series of half–hour "newscasts" to be broadcast in 1987.

Newspapers

In summarizing the aims of the Virginia Bicentennial Commission, A. E. Dick Howard has said:

> ***the Constitution's bicentennial should be the occasion for both retrospection about the nation's origins and for a look at the constitutional issues of our own time. In pondering the Constitution's origins, we better understand the root principles on which this nation is founded. And in applying those principles to today's concerns, we assess what it means to be a self-governing society of a free people.***

In light of this overarching goal, perhaps the most fruitful contribution the print media can make is thoughtful coverage both of bicentennial events and constitutional issues in the bicentennial year.

Newspapers and magazines provide an excellent medium for this kind of retrospection. The bicentennial offers a rich store of possibilities for human interest stories, opinion pieces, and features. But writers and editors should also think about the ways in which the Constitution can be seen influencing or touching upon the stories of everyday life. The best service the print media can perform is to raise public awareness of the Constitution and its effect on Americans today.

Some particular story ideas:

(1) Conduct a series of interviews with people in the community on constitutional issues. These can either be interviews with well-known local people on general issues (should the Constitution be subject to amendment by convention? In their estimation, how well does the system of checks and balances work?) or interviews with experts on specific issues (see the list of issues on page 10 for additional ideas).

(2) During the summer of 1987 publish a bite-sized section of the Constitution each day. The Constitution is a hard document to take in all at once. Following the excerpt, someone—historian, political scientist, judge, teacher, resident philosopher—could summarize the meaning of the excerpt or the debates or arguments surrounding that particular section.

(3) Sponsor an essay contest for the schools and print the winning essay in the paper. A possible topic: What would the United States be like without the First Amendment?

(4) Some of the best antifederalist and federalist writings are found in the newspapers of 1787 and 1788. For example, Madison, Hamilton, and Jay's federalist papers were first printed in the newspapers under the pseudonym of Publius. These essays now form the basis of American political philosophy. Reprint these essays in commemoration of the fight over ratification.

Sources

The Federalist Papers by James Madison, Alexander Hamilton, John Jay, (available in paperback: Mentor, 1961)

The Anti-federalist, edited by Herbert J. Storing (Chicago: University of Chicago Press, 1985)

Fine Arts Projects

I. The Play

Two bicentennial plays are available for production. The first is entitled *We the People*, by Elizabeth Langhorne. This play, whose frame is a reminiscence of James and Dolley Madison, is written along the lines of Catherine Drinker Bowen's *Miracle at Philadelphia*. It deals comprehensively with the issues the founders debated in Philadelphia. Ms. Langhorne is currently using the play as the basis to create a slide show on the drafting of the Constitution and she is available to come and present the slide show.

(If you are interested in obtaining a copy of either play, write to the Virginia Commission at the address on page 4.)

The second play is being written by Peter Ryan and will be completed by November 15 of this year. This play, entitled *Unconventional Wisdom*, has a cast of 14. Both of these plays are available to groups in and outside of Virginia.

Outline for "Unconventional Wisdom"

James Madison, primary author of the Virginia Plan and a key figure in the struggle over ratification, narrates the play. He alludes to his own efforts on behalf of the Constitution, but the play concentrates on the complex and somewhat romantic figure of Edmund Randolph.

Randolph, born of an aristocratic Virginia family, was one of Virginia's most popular statesmen. He presented the Virginia plan in Philadelphia, but at the end of the Convention he was one of four who refused to sign. In Richmond a year later he flip flops again and supports it, nearly dueling with Patrick Henry, an antifederalist. The play explores some of the difficulties facing the men in Philadelphia through the dilemma of Randolph.

The broader conflict is between those who wanted a nation under a strong frederal government and those who wanted a confederation of the states as under the Articles of Confederation. The subsidiary, related conflicts are those between the small states and the large; the New Jersey and the Virginia plans; the North and the South and the intimately related question of slavery. Finally, the play addresses the question of whether these men were intellectual and political heroes forging an innovative democratic government of, for, and by the people or wealthy aristocrats trying to protect their own interests.

The play opens with Shays' rebellion and the disputes between Virginia and Maryland to give a sense of dramatic momentum to the work. One potential difficulty with a drama that attempts to depict historical events is that of dryness or the "talking heads" format. The border disputes make dramatically clear the extremity of the situation that led to Philadelphia. Details of the lives of the delegates that summer—delegates having to borrow money to attend because the currency of their own state was so debased—are realistically presented.

The play opens with a fifteen-minute prologue to the convention at Philadelphia, spends the majority of the play at the Philadelphia convention (about an hour), and closes with fifteen to twenty minutes at the Virginia ratification convention.

II. Bicentennial Concerts

Plan a bicentennial concert in honor of the Constitution. There are several possible approaches to such a concert:

(1) Put together a program of pieces from the 'constitutional years,' 1787 through 1791 (the ratification of the Bill of Rights). This concert would not have to include patriotic music; rather, it would be a concert that the Founders might have listened to in the drawing room of a Philadelphia hostess.

(2) Put together a program of American music written on political themes that touch on the Constitution. Charles Ives and Aaron Copeland are good places to start looking for material. If you would like a list of music written on political themes, write to the Commission at the address on page 4.

(3) Lastly, put together a program of American music that traces American history from the days of the Constitution convention to the present. Try to choose those pieces that best represent a period or have some significance to that period in our history.

(4) Folk groups can look through the Lomax collection of American folk music to put together a concert on themes appropriate to the bicentennial.

III. Dramatic Readings

If you do not have the resources for producing a play but like the idea of bringing the Constitution to life through drama, consider dramatic readings.

There are two approaches to the idea of dramatic readings:

(1) Create a kind of one–man/woman show. Selecting the best and most lively letters from one of the proponents or opponents of the Constitution. Research information on the life of that person, to try and get a sense of what his/her life was like. (E.g., did they grow up in a rude cabin on the frontier or a plush plantation house? What characteristics make that person unique?) Combine the letters with some of the biographical information—presented in the first person— and stage a dramatic presentation.

An alternative, using this same format, is to present two characters in contrast to each other. For example, it is hardly possible for two people to be more opposite in temperament and thinking than James Madison and Patrick Henry. These two were passionate opponents in the Virginia ratification convention. You could easily use speeches verbatim from the Virginia debates to put together a lively show pitting these two famous Virginians against each other.

(2) Go through the Virginia debates and select some of the more interesting speeches. Have people take parts and read excerpts from the exciting or intriguing parts, for example, George Mason's protest against slavery.

An alternative using this format is to select letters the Founders wrote to one another and perform a dramatic reading of them leading up to the convention in Philadelphia or to the convention in Richmond.

IV. Museum Projects

When planning exhibits for 1987 and 1988, think about ways that you can tie your museum to the bicentennial.

Possible Tie Ins

A science museum could organize an exhibit of some of the scientific discoveries of the period. Many of the Founders were acutely interested in natural science. For example, Madison always included any news of findings or discoveries in his letters to Jefferson. Another possible science exhibit would be to collect artifacts from the eighteenth-century museums (such as Charles Peales' famous musuem in Philadelphia) or to recreate those exhibits.

A Civil War museum can focus an exhibit on the state of the Constitution during the Civil War. The Confederacy drew up their own constitution. What were the differences? How did the Constitution change because of the Civil War?

Historic houses that date back to the founding period can highlight who lived in the house during those years, their contributions to American political life, furniture acquired, additions made. Houses can give a sense of the texture of life during that period.

Sample Themes

Representations of American political life: artifacts that symbolize or characterize political ideas in the founding era, ending with the inauguration of Washington.

Life in the 1780's: furniture, artifacts, portraits that collectively recreate the physical world of the founders.

People of the 1780's: an exhibit that focuses on the people of the founding period, highlighting the diverse personalities.

Slaves and the Constitution: an exhibit that focuses on the condition of blacks during the founding period. The founders foundered on this issue and came up with the unsatisfactory two/fifths compromise and a continuation of the slave trade for twenty years. Freed blacks were allowed to vote until 1811 when they were disenfranchised. An exhibit might illustrate both the physical and political condition of blacks during this period.

Frontier and the Constitution: Virginia, which in 1788 included Kentucky and West Virginia, bordered on the frontier. The delegates from the western region mostly voted against ratification. An exhibit might highlight frontier life and the relation of the pioneers to the rest of the union, exploring their reasons for opposition to the Constitution.

A Rural Republic: an exhibit examining the rural and agricultural condition of Virginia in the founding period and the influence of that rural culture on the political philosophy of the founders.

Appendix A

Chronology of Events

Chronology, 1786–1790

1786

21 January	Virginia calls meeting to consider granting Congress power to regulate trade.
11–14 September	Annapolis Convention.
20 September	Congress receives Annapolis Convention report recommending that states elect delegates to a convention at Philadelphia in May 1787.
11 October	Congress appoints committee to consider Annapolis Convention report.
23 November	Virginia authorizes election of delegates to Convention at Philadelphia.
23 November	New Jersey elects delegates.
4 December	Virginia elects delegates.
30 December	Pennsylvania elects delegates.

1787

6 January	North Carolina elects delegates.
17 January	New Hampshire elects delegates.
3 February	Delaware elects delegates.
10 February	Georgia elects delegates.
21 February	Congress calls Constitutional Convention.
22 February	Massachusetts authorizes election of delegates.
28 February	New York authorizes election of delegates.
3 March	Massachusetts elects delegates.
6 March	New York elects delegates.
8 March	South Carolina elects delegates.
14 March	Rhode Island refuses to elect delegates.
23 April–26 May	Maryland elects delegates.
5 May	Rhode Island again refuses to elect delegates.
14 May	Convention meets: quorum not present.
14–17 May	Connecticut elects delegates.
25 May	Convention begins with quorum of seven states.
16 June	Rhode Island again refuses to elect delegates.
27 June	New Hampshire renews election of delegates.
13 July	Congress adopts Northwest Ordinance.
6 August	Committee of Detail submits draft constitution to Convention.
12 September	Committee of Style submits draft constitution to Convention.
17 September	Constitution signed and Convention adjourns *sine die*.
20 September	Congress reads Constitution.
26–28 September	Congress debates Constitution.
28 September	Congress transmits Constitution to the states.

28–29 September	Pennsylvania calls state convention.
17 October	Connecticut calls state convention.
25 October	Massachusetts calls state convention.
26 October	Georgia calls state convention.
31 October	Virginia calls state convention.
1 November	New Jersey calls state convention.
6 November	Pennsylvania elects delegates to state convention.
10 November	Delaware calls state convention.
12 November	Connecticut elects delegates to state convention.
19 November–7 January 1788	Massachusetts elects delegates to state convention.
20 November–15 December	Pennsylvania Convention.
26 November	Delaware elects delegates to state convention.
27 November	Maryland calls state convention.
27 November–1 December	New Jersey elects delegates to state convention.
3–7 December	Delaware Convention.
4–5 December	Georgia elects delegates to state convention.
6 December	North Carolina calls state convention.
7 December	Delaware Convention ratifies Constitution, 30 to 0.
11–20 December	New Jersey Convention.
12 December	Pennsylvania Convention ratifies Constitution, 46 to 23
14 December	New Hampshire calls state convention.
18 December	New Jersey Convention ratifies Constitution, 38 to 0.
25 December–5 January 1788	Georgia Convention.
31 December	Georgia Convention ratifies Constitution, 26 to 0.
31 December–12 February 1788	New Hampshire elects delegates to state convention.

1788

3–9 January	Connecticut Convention.
9 January	Connecticut Convention ratifies Constitution, 128 to 40.
9 January–7 February	Massachusetts Convention.
19 January	South Carolina calls state convention.
1 February	New York calls state convention.
6 February	Massachusetts Convention ratifies Constitution, 187 to 168, and proposes amendments.
13–22 February	New Hampshire Convention: first session.
1 March	Rhode Island calls statewide referendum on Constitution.
3–31 March	Virginia elects delegates to state convention.
24 March	Rhode Island referendum: voters reject Constitution, 2,711 to 239.
28–29 March	North Carolina elects delegates to state convention.
7 April	Maryland elects delegates to state convention.
11–12 April	South Carolina elects delegates to state convention.
21–29 April	Maryland Convention.
26 April	Maryland Convention ratifies Constitution, 63 to 11.
29 April–3 May	New York elects delegates to state convention.

12–24 May	South Carolina Convention.
23 May	South Carolina Convention ratifies Constitution, 149 to 73, and proposes amendments.
2–27 June	Virginia Convention.
17 June–26 July	New York Convention.
18–21 June	New Hampshire Convention: second session.
21 June	New Hampshire Convention ratifies Constitution, 57 to 47, and proposes amendments.
25 June	Virginia Convention ratifies Constitution, 89 to 79, and proposes amendments.
2 July	New Hampshire ratification read in Congress; Congress appoints committee to report an act for putting the Constitution into operation.
21 July–4 August	First North Carolina Convention.
26 July	New York Convention Circular Letter calls for second constitutional convention.
26 July	New York Convention ratifies Constitution, 30 to 27, and proposes amendments.
2 August	North Carolina Convention proposes amendments and refuses to ratify until amendments are submitted to Congress and to a second constitutional convention.
13 September	Congress sets dates for election of President and meeting of new government under the Constitution.
20 November	Virginia requests Congress under the Constitution to call a second constitutional convention.
30 November	North Carolina calls second state convention.

1789

21–22 August	North Carolina elects delegates to second state convention.
26 September	Congress adopts twelve amendments to Constitution to be submitted to the states.
16–23 November	Second North Carolina Convention.
21 November	Second North Carolina Convention ratifies Constitution, 194 to 77, and proposes amendments.

1790

17 January	Rhode Island calls state convention.
8 February	Rhode Island elects delegates to state convention.
1–6 March	Rhode Island Convention: first session.
24–29 May	Rhode Island Convention: second session.
29 May	Rhode Island Convention ratifies Constitution, 34 to 32, and proposes amendments.

Appendix B

Delegates to the Virginia Ratifying Convention, 1788

Delegates to the Virginia Ratifying Convention, 1788
Alphabetical List of Counties [from Grigsby] by Current State

Each county was represented by two delegates, plus one delegate each from the two boroughs represented (Norfolk and Williamsburg).

Kentucky Counties

Bourbon	Henry Lee
	Notlay Conn
Fayette	Humphrey Marshall
	John Fowler
Jefferson	Robert Breckinridge
	Rice Bullock
Lincoln	John Logan
	Henry Pawling
Madison	John Miller
	Green Clay
Mercer	Thomas Allen
	Alexander Robertson
Nelson	Matthew Walton
	John Steele

Virginia Counties

Accomac	Edmund Custis
	George Parker
Albemarle	George Nicholas
	Wilson Cary Nicholas
Amelia	John Pride
	Edmund Booker
Amherst	William Cabell
	Samuel Jordan Cabell
Augusta	Zachariah Johnston
	Archibald Stuart
Bedford	John Trigg
	Charles Clay
Botetourt	William Fleming
	Martin McFerran
Brunswick	John Jones
	Binns Jones
Buckingham	Charles Patteson
	David Bell
Campbell	Robert Alexander
	Edmund Winston
Caroline	Hon. Edmund Pendleton (President)
	James Taylor
Charles City	Benjamin Harrison
	John Tyler
Charlotte	Thomas Read
	Hon. Paul Carrington
Chesterfield	David Patteson
	Stephen Pankey, Jr.
Culpeper	French Strother
	Joel Early
Cumberland	Joseph Michaux
	Thomas H. Drew
Dinwiddie	Joseph Jones
	William Watkins

Elizabeth City (now Hampton)	Miles King
	Worlich Westwood
Essex	James Upshaw
	Meriwether Smith
Fairfax	David Stuart
	Charles Simms
Fauquier	Martin Pickett
	Humphrey Brooke
Fluvanna	Samuel Richarson
	Joseph Haden
Franklin	John Early
	Thomas Arthur
Frederick	John S. Woodcock
	Alexander White
Gloucester	Warner Lewis
	Thomas Smith
Goochland	John Guerrant
	William Sampson
Greensville	William Mason
	Daniel Fisher
Halifax	Isaac Coles
	George Carrington
Hanover	Parke Goodall
	John Carter Littlepage
Henrico	Gov. Edmund Randolph
	John Marshall
Henry	Thomas Cooper
	John Marr
Isle of Wight	Thomas Pierce
	James Johnson
James City	Nathaniel Burwell
	Robert Andrews
King George	Burdet Ashton
	William Thornton
King and Queen	William Fleet
	John Roane
King William	Holt Richeson
	Benjamin Temple
Lancaster	James Gordon
	Henry Towles
Loudoun	Stevens Thomson Mason
	Levin Powell
Louisa	William Overton Callis
	William White
Lunenburg	Jonathan Patteson
	Christopher Robertson
Mecklenburg	Samuel Hopkins, Jr.
	Richard Kennon
Middlesex	Ralph Wormeley, Jr.
	Francis Corbin
Montgomery	Walter Crockett
	Abraham Trigg
Nansemond (now City of Suffolk)	Willis Riddick
	Solomon Shepherd
New Kent	William Clayton
	Burwell Bassett

Norfolk (BOROUGH)	Thomas Matthews
Norfolk (now Norfolk/Chesapeake)	James Webb
	James Taylor
Northampton	John Stringer
	Littleton Eyre
Northumberland	Walter Jones
	Thomas Gaskins
Orange	James Madison, Jr.
	James Gordon
Pittsylvania	Robert Williams
	John Wilson
Powhatan	William Ronald
	Thomas Turpin, Jr.
Prince Edward	Patrick Henry
	Robert Lawson
Prince George	Theodoric Bland
	Edmund Ruffin
Prince William	William Grayson
	Cuthbert Bullitt
Princess Anne (now Va. Beach)	Anthony Walke
	Thomas Walke
Richmond	Walker Tomlin
	William Peachy
Rockbridge	William McKee
	Andrew Moore
Rockingham	Thomas Lewis
	Gabriel Jones
Russell	Thomas Carter
	Henry Dickenson
Shenandoah	Jacob Rinker
	John Williams
Southampton	Benjamin Blount
	Samuel Killo
Spotsylvania	James Monroe
	John Dawson
Stafford	George Mason
	Andrew Buchanan
Surry	John Hartwell Cocke
	John Allen
Sussex	John Howell Briggs
	Thomas Edmunds
Warwick (now Newport News)	Cole Digges
	Richard Cary
Washington	Samuel Edmiston
	James Montgomery
Westmoreland	Henry Lee
	Bushrod Washington
Williamsburg (BOROUGH)	James Innes
York	Hon. John Blair
	Hon. George Wythe

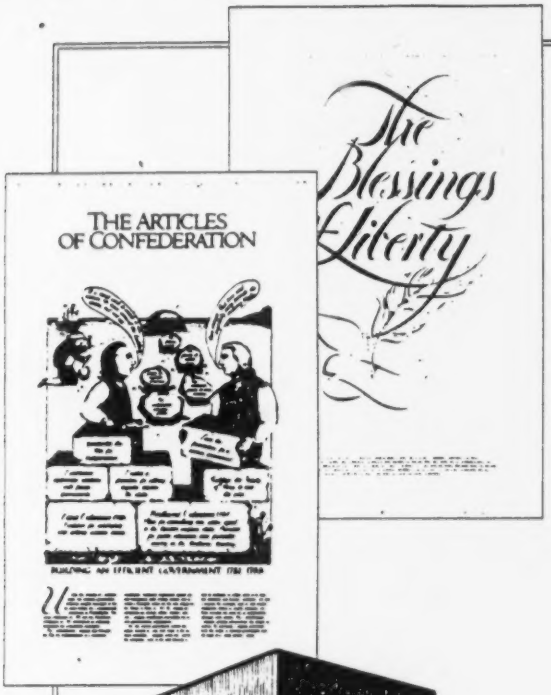
West Virginia Counties

Berkeley	William Darke
	Adam Stephen
Greenbrier	George Clendenin
	John Stuart

Hampshire	Andrew Woodrow
	Ralph Humphreys
Hardy	Isaac Vanmeter
	Abel Seymour
Harrison	George Jackson
	John Prunty
Monongalia	John Evans
	William McClerry
Ohio	Archibald Woods
	Ebenezer Zane
Randolph	Benjamin Wilson
	John Wilson

Appendix C

Information on Bicentennial Exhibits



Poster Titles:
The Blessings of Liberty
The Articles of Confederation
A "Less Perfect" Union, 1781-1788
The Constitutional Convention
The Founders' Achievement
The Anti-Federalist Argument
Ratification
The Bill of Rights
A City Plan for the Constitution
The Principle of Federalism
The Supreme Law of the Land
To Ourselves and Our Posterity

FROM PROJECT '87...

Celebrate Your Constitution!

Celebrate THE BLESSINGS OF LIBERTY and the Bicentennial of the United States Constitution with a poster exhibit that tells the story of the American founding. The exhibit has received official recognition by the Commission on the Bicentennial of the United States Constitution.

These 12 full color posters, each 22"x36," attract the attention of viewers, who learn about constitutional principles through vivid graphics accentuated by brief, carefully crafted texts. THE BLESSINGS OF LIBERTY conveys information and inspires further inquiry.

The poster exhibit comes with a User's Guide, which features an essay describing the events, ideas and leaders pictured in the posters, separate lessons for students in grades 4-6, 7-9, and 10-12, and other essays and bibliographies.

The posters are available unmounted or on a sturdy cardboard mounting system 6' tall, charcoal gray, and foldable for reshipment. The poster exhibit can be displayed effectively in libraries, civic centers, businesses, schools or courthouses. *The exhibit will be available for shipment beginning October 15.*

PRICES:

Unmounted Exhibits:	$70 each for fewer than 25 $65 each for 25 or more shipped to multiple addresses $55 each for 25 or more shipped to one address	Mounted Exhibits:	$110 each for fewer than 25 $100 each for 25 or more shipped to multiple addresses $90 each for 25 or more shipped to one address
Additional copies of the User's Guide:	$4.00 each for fewer than 25 $3.00 each for 25 or more copies		

NOTE: *If you are interested in ordering more than 100 exhibits, please contact Project '87, (202) 483-2512, for information on further discounts.*

For shipping to multiple addresses, photocopy form below for each address and remit forms with one payment. Prices include shipping charges in the continental U.S. Additional shipping charges will be applied to orders sent to cities not served by UPS in Alaska, and foreign countries according to distance and weight.

Orders must be prepaid; purchase orders will not be accepted. All orders should be sent and made payable to: Project '87 THE BLESSINGS OF LIBERTY, 1527 New Hampshire Ave., NW, Washington, D.C. 20036.

	Quantity	Unit Price	Total
Unmounted Exhibits			
Mounted Exhibits			
Additional User's Guides			
		GRAND TOTAL:	

SHIP TO:
Name_____
Organization_____
Address_____
City_____ State_____ Zip_____

NATIONAL ARCHIVES BICENTENNIAL PROJECTS

Category: Exhibitions

Project Title: FORMATION OF THE CONSTITUTION facsimile exhibition

Time Span: Facsimile exhibition to be available in 1986; for use indefinitely

Description: An exhibition of high-quality facsimiles of the major documents from the FORMATION OF THE CONSTITUTION Rotunda exhibition and from the Constitution curriculum packet, "Evolution of a Government." This exhibition of facsimiles and captions would be available for sale to schools, libraries, and other organizations for use as is or to be expanded by their own materials. It will also be the basis of an exhibition to be made available to the National Archives Centers and the presidential libraries.

Suggested Co-sponsorship: None, at this time.

Target Audience: Schools, libraries, NARA National Archives Centers and presidential libraries, small historical societies, etc.

NATIONAL ARCHIVES BICENTENNIAL PROJECTS

Category: Exhibitions

Project title: FORMATION OF THE CONSTITUTION exhibition

Time Span: 2 1/2 year exhibition in the Rotunda of the National Archives Building, in the cases surrounding the Charters, opening in Fall 1986

Description: As always, to enhance the vistors' understanding of the Declaration of Independence, Constitution, and Bill of Rights, the exhibition in the Rotunda will tell the story of the American Revolution and the founding of the American Government. However, rather than emphasizing the events leading to the revolution and of the war itself, the new exhibition will concentrate on the development of the Constitution and the formation of the government. The issues that brought about the Constitutional Convention, as well as the issues discussed there, will be closely examined.

Suggested Co-sponsorship: None

Target Audience: Over 1,000,000 visitors to the Exhibition Hall annually and to school groups

Virginia History in Documents, 1621-1788

TEN DOCUMENTS of great importance in the history of colonial and revolutionary Virginia are now available in a set of full-color, die-cut facsimiles. Entitled *Virginia History in Documents, 1621-1788,* the contents range in time from the early days of the Jamestown colony to Virginia's ratification of the Constitution of the United States. They illustrate three major themes in Virginia's constitutional history: the quest for local self-government, the struggle for individual rights, and the preservation of national unity.

The set includes the ordinance by which the Virginia Company of London established the first representative assembly at Jamestown and laid the foundation for representative government in the New World. Patrick Henry's copy of his 1765 resolutions against the Stamp Act is also reproduced, along with the resolution adopted by the Virginia convention on May 15, 1776, which declared "the United Colonies free and independent states." This resolution was introduced in the Continental Congress on June 7 and adopted July 2, 1776.

Three of the documents—George Mason's declaration of rights, his constitution for the newly independent state, and Thomas Jefferson's "bill for establishing religious freedom"—are basic instruments of a self-governing republic in which individual liberties are protected under the rule of law.

The last document, which is the "form of ratification" by which Virginia accepted the federal Constitution, represents the state's efforts to maintain the common cause of American unity. This action ensured the survival of the new national government.

The illustrated booklet, which accompanies the set of facsimiles, explains the background and significance of each document and also includes its complete text. Facsimiles and booklet are packaged in an attractive burnt orange folder. *Virginia History in Documents* is available for ten dollars a set and may be ordered by using the attached form.

ORDER BLANK

Virginia State Library
Richmond, Virginia 23219

Please send me ..... copies of *Virginia History in Documents* at $10 each.

Total amount enclosed $

Name

Address

City State Zip

Appendix D

Information on the Virginia Court Days Forums and the Virginia Jefferson Meetings

A BRIEF DESCRIPTION OF THE COURT DAYS SERIES

The "Virginia Court Days Forums" is a series of twenty public meetings on the United States Constitution, scheduled over the period from 1984 through 1986. The forums are intended to promote greater public understanding of the U.S. Constitution as the nation approaches the 200th anniversary of that document. The series is directed by the Institute of Government and supported in part by a grant from the National Endowment for the Humanities.

The Court Days series attempts to enhance public appreciation of constitutional issues through a variety of channels: (1) the forums themselves; (2) the publication of background papers on constitutional issues (in the University of Virginia News Letter), which are distributed to more than 5,000 individuals and all major media in Virginia; and (3) "Constitution Controversies," a public television series based on the forums.

Each forum brings together a panel of historians, political scientists, journalists, and lawyers with a general audience who together discuss the issues, history, and controversy surrounding a key provision of the Constitution. The audience is encouraged to become involved in this discussion by questioning the panelists or by adding comments. The historic background of the topic of each forum is presented in an article in the University of Virginia News Letter, which is issued about six weeks in advance of the forum, distributed to regular subscribers across Virginia (and the nation), and made available without charge to any other persons who request it. A special effort is made to distribute the news letter to persons who plan to attend a forum and to interested persons at the site of a forum.

To date, fifteen forums have been held at sites spanning the Commonwealth--Williamsburg, Orange, Leesburg, Richmond, Danville, Charlottesville, Wise, Staunton, Hanover, Roanoke, Hampton, Montross, Alexandria, Winchester and Fredericksburg. Public enthusiasm for the Court Days series is reflected in the fact that some 1800 people have attended these forums. In 1986, forums will be held in Bristol, Norfolk, Petersburg, Henrico County, and Lynchburg. Among the topics to be addressed are interstate relations, capitalism and democracy, and national and state citizenship.

The forums have brought together a remarkably diverse and distinguished collection of panelists, including--to name but a few: Federal Circuit Court Judge John D. Butzner; Robert A. Rutland, Editor of The Papers of James Madison; Linda Grant DePauw, the noted chronicler of the ratification struggle in New York; former Congressman M. Caldwell Butler; Washington Post columnist Edwin M. Yoder, Jr.; Virginian State University historian Edgar A. Toppin, author of Blacks in America: Then and Now; Margarot S. Marston, former member of the National Commission on Excellence in Education; former U. S. Senator William B. Spong, Jr.; and University of Virginia political scientist Henry Abraham, one of the nation's leading Supreme Court scholars.

HOW THE COURT DAYS FORUMS WORK

On the evening of April 16, 1985, the seventh Court Days Forum was held at the Wise County Courthouse in Southwest Virginia. Some 125 local citizens and public officials crowded into a quaint courtroom that normally seats about 60 people to take part in a public debate on the "commerce clause" of the U.S. Constitution. The lively debate drew front-page coverage in the April 18th edition of The Coalfield Progress, the major newspaper serving Wise County.

The commerce clause? Although one might expect a public forum on freedom of the press or freedom of religion to attract intense community interest, the commerce clause hardly strikes one as a focus of great concern among the general public. But the Wise County Forum did not consider the commerce clause in the abstract. It addressed the application of that clause to federal regulation of the county's principal economic enterprise--coal.

Some of those attending the Wise County Forum were no doubt surprised to find that the Constitution's "commerce clause" affected such matters as strip mining and coal slurry pipelines. Most of the people there, however, probably were not surprised that the question of how the Constitution should apply to such matters would produce great disagreement among the forum's panelists: a lawyer for the United Mine Workers, a coal mine operator, an attorney for the U.S. Senate's Committee on Energy and Natural Resources, and a University of Richmond political scientist. Moreover, a dozen or so people in the audience, joined in the debate. They asked an array of questions, ranging from whether Virginia could keep West Virginia coal out of an intrastate pipeline to whether local coal companies could make money under current federal strip mining laws. While the debate focused on contemporary issues, it also considered whether or not the Framers of the Constitution would have approved of the current scope of federal activity under the commerce clause.

COURT DAYS ON TV: "CONSTITUTION CONTROVERSIES"

WCVE-TV, Public Television in Richmond, is videotaping each of the Virginia Court Days Forums for broadcast as edited, one-hour programs in the "Constitution Controversies" series. In translating the forums into a technically polished and intellectually appealing series that conveys to television viewers the town meeting vitality of the live forums, WCVE has added immeasurably to the sense of excitement about the Court Days project.

To date, WCVE, Channel 23, has broadcast, in prime time, one-hour edited, versions of the first eleven forums. In June 1986, WCVE will broadcast two forums: the Westmoreland County Forum on "Changing the Constitution"; and the Alexandria Forum on "An Imperial Bureaucracy?"."

FOR MORE INFORMATION

The background news letters for the Court Days series are available free of charge. The videotapes of the forums are available for a nominal fee. For more information, write Dr. Timothy G. O'Rourke, Institute of Government, 207 Minor Hall, University of Virginia, Charlottesville, Virginia 22903; or call Dr. O'Rourke at 804-924-3396.

THE VIRGINIA
JEFFERSON ASSOCIATION

☐ Send me additional information regarding the Virginia Jefferson Association.

☐ I would like to become a member. Enclosed is my check for twenty dollars.

☐ I wish to contribute to the efforts of the Association. Enclosed is my check in the amount of $_____.*

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_____ ZIP _____

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* Tax exempt status application pending with approval anticipated in 1985.

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Association
3518 North Dickerson Street
Arlington, Virginia 22207

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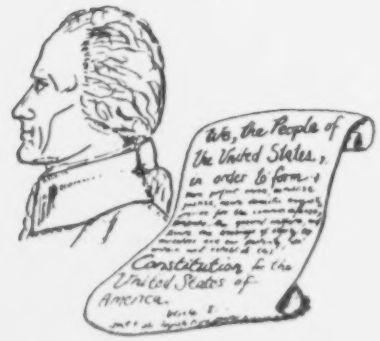
The Virginia Jefferson Association



"to promote education in the meaning of the United States Constitution. . ."

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For almost two hundred years the United States Constitution has served as sword and shield for the citizens of this Nation, and as a beacon for the world.

Nineteen Eighty-seven will mark the Bicentennial of the Constitution, and with it new attention and interest in its dramatic history and its unexplored future.

The Virginia Jefferson Association believes that the Nation's ability to confront its present and future challenges must be strengthened by a greatly increased awareness of its origins, beginning with the Constitution.

The Jefferson Foundation, a Washington, D.C. based, privately funded organization, has as its purpose public involvement in discussions and debate on the Constitution and contemporary Constitution issues through a series of Jefferson Meetings in the states, which began in 1984 and will continue through the Bicentennial year.

Virginia hosted the first Jefferson Meeting, held in its Colonial Capitol, Williamsburg, in May of 1984; a meeting which brought together over one hundred and fifty Virginians, broadly representing the Commonwealth's leadership and citizens from all walks of life. They discussed topics including the Six Year Presidential Term; Limitation of Judicial Terms; Item and Legislative Vetoes by the President; and other institutional aspects of our government and its Constitutional foundations.

Intellectually excited and patriotically inspired by that experience, many of the Delegates to the Williamsburg session departed determined to provide a permanent organization for the purpose of providing Virginians opportunities for balanced discussions, debates, and other activities focusing on the Constitution.

The Virginia Jefferson Association (VJA) was formed at the State Capitol in Richmond during the Summer of 1984. It is a non-profit Virginia Corporation. The Association does not seek to advance any particular partisan or ideological position, and its membership represents a wide diversity of opinion and cultural, occupational, and philosophical backgrounds.

Several local Jefferson Meetings have already taken place, and plans are established for a continuing series of Jefferson Meetings throughout the Commonwealth. The major focus will be on Jefferson Meetings for Virginia's high schools as well as for community-wide forums.

The Association also issues occasional publications designed for mass circulation, and promotes the distribution of copies of the Constitution to citizens of the Commonwealth, with particular attention to its young people.

The Virginia Jefferson Association encourages individual citizens and local and state organizations to support its activities.

Our Constitution is the most enduring document of its kind in modern history. The Constitution's durability is testament of the genius of the eighteenth century patriots who fostered it. Every young American should be familiar with the history of our Constitution and the governmental principals it contains.

William B. Spong, Jr.
Dean, Marshall-Wythe School of Law
College of William and Mary

The Constitution is both legacy and challenge. Legacy, in that it lays down enduring principles for a free people's polity. Challenge, in that successive generations must breathe continuing life into American constitutionalism. "The earth belongs always to the living generation," as Jefferson and Madison were fond of noting in their correspondence. What our forebears built so well, we must strive to understand, to preserve, and to pass along for the instruction and guidance of our posterity.

A.E. Dick Howard
White Burkett Miller Professor
of Law and Public Affairs
University of Virginia School of Law

In 1987, the people of the United States will commemorate the 200th anniversary of the drafting of the Constitution. This will be a time of great celebration and it will be a time of great reflection. It is appropriate that it be so, for Jefferson prescribed that the constructive review of the Constitution was the duty of every generation.

John W. Warner
United States Senator

Thomas Jefferson marked the intimate connection between public education and self government by a free people. It is no accident that Jefferson is remembered, among other things, for two essential precepts. One of those, is that a constitution must reflect the fundamental values of a people and that each generation must add its insights to the understanding of that basic document. The other precept is that liberty cannot long survive without being squarely based upon an educated citizenry. Virginians should therefore take the lead in using the Constitution's bicentennial as an occasion for better understanding the essential principles on which constitutional government in America is based.

Charles S. Robb
Governor of Virginia

Some men look at constitutions with sanctimonious reverence, and deem them like the ark of the covenant, too sacred to be touched. They ascribe to the men of the preceding age a wisdom more than human, and suppose what they did to be beyond amendment . . . I am certainly not an advocate for frequent and untried changes in laws and constitutions . . . But . . . laws and institutions must go hand in hand with the progress of the human mind.

Thomas Jefferson

THE JEFFERSON MEETING ON THE CONSTITUTION:

The Constitution in the Classroom

The Jefferson Foundation
1529 18th Street, N.W.
Washington, DC 20036

Introduction

On September 28, 1787, Congress resolved to submit the proposed Constitution of the United States to special conventions in each state for consideration. As the states approved the new Constitution they were voting to become part of an unprecedented experiment in republican government. Thomas Jefferson and the founding fathers believed that the success of this experiment relied on the continued willingness of Americans to periodically review the Constitution to see that it safeguarded the founding ideals of justice, freedom, and representation.

The Jefferson Meeting on the Constitution provides Americans an opportunity to meet this challenge and keep faith with the founders. Since the first Jefferson Meeting, held in Williamsburg, Virginia in 1984, the Jefferson Meeting has spread across the country. David Broder of *The Washington Post* described his participation in a Jefferson Meeting as "A voyage of discovery to the roots of this republic." Excited by a debate that focused on fundamental values in our national charter, Broder wrote, "We discovered what we had forgotten: that debating the Constitution leads you to think hard about the nature of man in society, of justice, freedom and law." He concluded, "I know of no better way to celebrate — and revitalize — our magnificent two-century-old experiment in self-government."

To involve teachers and students in this national dialogue on the Constitution The Jefferson Foundation has developed **The Jefferson Meeting on the Constitution: The Constitution in the Classroom.** This program enables teachers to organize classroom Jefferson Meetings. Materials used in the program were tested in a pilot program in Virginia and have now been revised for nationwide use.

What is a Jefferson Meeting?

The Jefferson Meeting is what a constitutional convention would look like if delegates were to gather to discuss the adequacy for contemporary American society of the Constitution and its provisions for government. The biggest difference is that the purpose of the Jefferson Meeting is to educate rather than to pursue political change.

The Jefferson Meeting on the Constitution involves students in study and debate about issues related to the structure and performance of American national government. The key questions raised are:

- Would it be advisable to call a constitutional convention, as provided by Article V, for the purpose of proposing amendments to the Constitution?
- Would abolishing the electoral college be a desirable change in the presidential election process?
- Would a single six-year presidential term make the Chief Executive more or less effective?
- Would the performance of Congress be improved by Constitutional limits on length of service?
- Would Congress perform better if members of the House of Representatives had longer terms?
- Is the separation of powers, so carefully crafted by the founders, an asset or hindrance to the effective performance of government today?
- Would the "item" and "legislative" vetoes facilitate dealings between Congress and the president without dangerously upsetting the system of separation, checks, and balances?
- Would the judicial system be improved by establishing terms of office or a retirement age for Supreme Court Justices and federal judges?

How Does the Jefferson Meeting Work?

There are four basic stages of the Jefferson Meeting: setting the agenda of issues to be discussed, issue committee meetings, the plenary session, and the follow-up. After previewing constitutional issues and choosing the issues to be discussed, students prepare for the Jefferson Meeting in "issue committees," each of which

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BEST COPY AVAILABLE

examines a particular proposal for changing the Constitution. After discussion and research each committee divides into groups that take pro and con positions on the proposed change that they have studied. Students organize a roster of pro and con speakers to present contending views of the proposed change during the plenary session of the Meeting.

During the plenary session proposals are considered one by one, beginning with pro and con presentations by the speakers designated in issue committees. These presentations are followed by a period of questions, answers, and discussion in which all student delegates participate. The follow-up session is a time for summary, evaluation, and, if desired, an informal vote on the issues debated. At this time delegates also have an opportunity to raise and discuss new ideas and proposals.

What Are the Benefits of The Jefferson Meeting?

The key benefit students derive from the Jefferson Meeting is an improved understanding of the links between the political ideas of the founding period, the design of our institutions of government, and the contemporary performance of those institutions. The Meeting encourages students to look backward at the founding of our government, to evaluate its contemporary performance, and to think about our government's adequacy as we move into our third century of government under the Constitution. The Jefferson Meeting, then, is both a history lesson with relevance to contemporary life and a civics lesson with an historical focus.

Participation in a Jefferson Meeting gives students the opportunity to develop and apply important analytical skills. During committee meetings and debates, students must select, research, and defend a point of view on a constitutional issue. They must identify and clarify issues, ask appropriate and searching questions, and evaluate the consequences of alternative proposals.

Communications skills are also sharpened. Working in groups develops interpersonal skills such as cooperating with others, giving and receiving constructive criticism, and respecting the opinion of peers. Public speaking is emphasized in the Meeting.

The Jefferson Meeting also develops students' citizenship skills. Students participate in self-regulating committees, develop a critical awareness of governmental institutions and their history, form and articulate opinions on current issues, and exercise their right to assemble and speak out on issues that concern them.

What Classroom Materials Are Available?

Guide for Teachers

The Jefferson Foundation has prepared a **Guide for Teachers** that makes it possible for teachers to organize a classroom Jefferson Meeting. The Guide for Teachers provides an overview of the Jefferson Meeting, gives suggestions for integrating it into course plans, and provides a step-by-step plan for organizing a classroom Meeting. The Guide gives suggestions for using the Meeting in various settings and formats involving students at varying skill levels. It also includes a listing of print and audio-visual resources for students and teachers.

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Issue Discussion Guides

The Jefferson Foundation has prepared six **Issue Discussion Guides** on proposals for constitutional change. Each Discussion Guide begins by presenting the text of relevant sections of the Constitution. Each Discussion Guide summarizes the debate at the Philadelphia convention of 1787 that shaped these sections and recounts relevant arguments from the ratification debates. The

Guides then introduce the proposal for change, summarize the rationale for the proposal, and recount its legislative history. Each Guide concludes with a balanced summary of pro and con arguments concerning the proposal for change. The Guides include questions for discussion and a bibliography.

The length of the Guides ranges from 16 to 37 pages. They are written in a way that will challenge students without overwhelming them. Discussion Guides may be ordered in quantity or duplicated by you with proper acknowledgement. New Issue Discussion Guides on additional constitutional issues will be developed in order to expand the range and maintain the currency of issues discussed in your classroom Jefferson Meetings.

Getting Started

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Appendix E

Famous Cases Arising in Virginia

Famous Cases Arising in Virginia

Martin v. Hunter's Lessee, 1 Wheat. 304 (1816)
Fairfax County
Judicial review of state court rulings

Buck v. Bell, 274 U.S. 200 (1927)
Amherst County.
Constitutionality of compulsory sterilization

Davis v. County School Board of Prince Edward County
347 U.S. 483 (1954)
(Decided with Brown v. Board of Education)
Constitutionality of racially segregated schools

Harper v. Virginia Board of Elections
383 U.S. 663 (1966)
Constitutionality of poll taxes

Loving v. Virginia, 388 U.S. 1 (1967)
Constitutionality of anti-miscegenation laws

Bigelow v. Virginia, 421 U.S. 809 (1975)
Charlottesville
First Amendment protection of advertising

Richmond Newspapers, Inc. v. VA, 448 U.S. 555 (1980)
Hanover County
Free press versus a fair trial

Virginia v. Tennessee, 148 U.S. 503 (1893)
Interstate compacts

Virginia Pharmacy Board v. Virginia Consumer Council
425 U.S. 748 (1976)
Advertising of prescription drugs

United States v. Burr
25 Fed. Cas. 55 (1807)
Aaron Burr was tried for treason in Richmond. John Marshall heard the case as judge of the U.S. Circuit Court for Virginia, but the case had national significance in that it provided a definition of treason.

Appendix F

Additional Educational Ideas

Additional Teaching Ideas

1. Constitution. Elementary Ideas – Create a class Constitution. Draw a large scroll from poster board. Print the class rules (governing rules) that have been decided by open class discussion. Have each class member "sign" it as a framer of the document with the understanding that it becomes a binding contract.

2. For lower reading level high school and for middle school students, prepare a simplified outline of the U.S. Constitution, with each article summarized in paragraph form. Leave blanks throughout the paragraphs for students to fill in from the Constitution.

3. Assign student research on compromises in the Constitution with the objective of learning the concept of compromise and its importance in our democracy. Compare the kinds of behind–the–scenes compromises the framers of the Constitution made with various types of compromises today such as labor/management, Virginia General Assembly lawmaking process, etc.

4. Student research – Each student picks a different signer of the Constitution to research. Included should be biographical data, their motivations, personal sacrifices they may have made to be delegates, and their stand on the various issues.

5. Assign each student an amendment for an oral report. Research ratification date, President at the time, what the amendment says, and how the amendment applies to them.

6. Students rewrite the Bill of Rights in their own words. Class discussion follows

7. Assign students word searches to introduce new vocabulary from the U.S. Constitution

8. Assign an essay to examine women's rights in 1787 and now.

9. Assign students to write a "Bill of Rights" for the classroom.

10. Assign students to draw a large map showing the thirteen original colonies. Put a star on Philadelphia. Put yarn and a tack back to each signer's home state or identify with a flag pin with the signer's name on his state.

11. Draw a number line showing events leading up to the signing of the Constitution. Give dates and periods.

12. Compare the U.S. constitution to other countries' constitutions. For example, have students read other constitutions without their knowing the country. What values are expressed in this constitution? Are social and economic rights more or less prevalent than political and civil rights? What country do you think this is from? Why?

13. Compare population and other demographical data for the U.S. in 1787 and today. Considering the changes, does the Constitution meet the needs of the American population today as then?

14. Compare the Virginia constitution with the U.S. Constitution. Considering both the format and the contents, how are they similar? How are they different?

15. Compare the development of apartheid of South Africa and its resulting problems to our country's racial problems and the Civil Rights Movement in the United States in the 1960's.

16. Compare the American Black Codes of the 1870's and 1880's with Apartheid in South Africa.

17. Compare excerpts of Paine's *The Rights of Man* with Burke's, *Reflections on the Revolution in France* to determine the appropriate way to change unresponsive government. These contrasting ideas could be role–played or debated.

18. Have senior high students read the book *The Lord of the Flies*, and ask them to use the book as a basis for an essay on totalitarianism and democracy.

19. Through examination of both the Articles of Confederation and the Constitution, students will determine ways the Constitution rectified weaknesses of the Articles.

20. In studying the Preamble, select the 7 verbs used, discuss their meaning, and sketch the application of these to people of the U.S.

21. Assign a state to each student. The student profiles the state, e.g., geography, demography, religious groups, economic base, etc. The student represents the state at a mock congress.

22. Construct a cartoon which reflects causes and/or effects of controversial issues of government rights.

23. Plan the 1987 homecoming around the bicentennial theme. Set the homecoming date early to coincide with the September 17 celebrations. Have the homecoming parade themes incorporate the bicentennial idea. Include local groups in homecoming activities, perhaps by inviting them to sponsor floats. Plan a Constitution costume ball.

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